

Teaching and Learning Policy



This Policy was reviewed on **September 2018**

Signed Chair of Governors **M Munro**

Signed Head Teacher ***M Battersby***

Next Review Date **September 2019**

At St Silas we believe that both adults and children learn new things every day. We are committed to fostering a love of learning and a commitment to lifelong learning for each and every individual member of our community. We believe that learning should be appropriately challenging, rewarding and enjoyable for every learner. Through our teaching we aim to develop enquiring minds, evoke a passion for new learning experiences and equip our pupils with the learning and subject specific skills, knowledge and understanding necessary to be able to make informed choices and therefore become positive and successful citizens of the future.

The policy works in conjunction with our policies for Behaviour for Learning, Feedback, SEND, Equality and our subject specific policies.

Aims

Through our teaching we aim to:

- Enable children to become confident, resilient, resourceful, enquiring and independent learners
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Foster children's self-esteem and help them build positive relationships with other people.
- Show respect for all cultures and promote positive attitudes towards other people.
- Enable children to understand their community and help them feel valued as part of this community.
- Raise standards of achievement in all aspects of pupil development through the school.
- Develop each child's desire to learn.
- Develop and communicate an ethos of high expectation throughout the school community.
- Provide a rich and varied learning environment, which allows children to develop their skills and abilities, working towards achieving their full potential.
- Provide a language rich curriculum and environment which enables the children to develop their communication skills and to acquire an extensive vocabulary.
- Provide a knowledge rich curriculum to enable the children to acquire knowledge that they can then apply.
- Develop children's skills to enable them to deal with challenges and change.
- Provide children with a purpose and context for their learning.
- Enable pupils to make connections and see relationships between subject learning. Particular emphasis is placed on planning opportunities for pupils to apply English and maths skills and concepts across the wider curriculum.
- Promote a caring and considerate attitude towards each other within the community
- Engender social skills that enable children to work and communicate effectively with others.
- Promote independence.

We believe that Quality Learning:

- Is a result of quality teaching, which is itself informed by regular assessment and effective, focused oral and written feedback.
- Happens best when children and teachers value learning, the development of learning skills and the acquisition of knowledge, skills and understanding.
- Involves children actively in their own learning and promotes understanding of what they need to do to improve and how to improve.
- Is dependent of the staff having high expectations of children in terms of their learning, achievement and attainment.
- Encourages learners to develop enquiring minds.
- Takes into account the vital role that parents and carers take in contributing to their children's learning.
- Is enhanced when children are encouraged by all staff to become increasingly independent learners.
- Is enhanced when children undertake learning challenges, building resilience and skills for mastery of learning.

Effective teaching:

We offer quality teaching by incorporating the following:

- Teachers set challenging but achievable expectations.
- Teachers have high levels of subject knowledge and deliver clear explanations in lessons which have a rigorous pace.
- Teachers model their thinking processes as well the skill being taught to develop critical thinking.
- Teachers model good grammar and use a wide range of vocabulary including subject specific vocabulary.
- Clear focus is given through the setting of explicit learning objectives, identifying what the learners need to know and understand and be able to do in order to apply and master learning, to achieve highly.
- Positive behaviour management strategies are used, in accordance with the school's Behaviour Policy, to motivate and encourage pupils to respond appropriately and help create a climate for learning.
- Opportunities for self-evaluation and reflection are built in throughout the lesson.
- Each and every child is expected to make good progress in their learning.
- Learning is linked to pupils' prior skills, knowledge and understanding.
- A range of question types focused on higher order thinking are used to encourage and stimulate thinking.
- Pupils are encouraged to generate their own questions and share their thoughts and strategies.
- A wide range of effective teaching strategies are used including teacher explanation and modelling, co-operative work and independent work.

- A wide range of resources and strategies are used to engage the children in their learning including visitors to school, debates, hot seating, role-plays. Oral presentations, fieldwork, visits to places of educational interest, ICT and exploration.
- Homework is set to reinforce learning at home.
- Teachers continually assess progress through Assessment for Learning strategies.

Planning and Assessment

Consistency of practice and approach across the school is important. All teachers plan following the subject specific policies. We base our teaching on our knowledge of the children's level of attainment. We strive to ensure that all learning activities set are differentiated according to ability and next steps targets, including planning to support our More Able children. When planning work for children with special educational needs we use their Individual Educational Plans (IEP) to structure their learning activities appropriately.

We set ambitious end of year targets for the children in each academic year which we track rigorously in pupil progress meetings. Parents are kept informed through parents' evenings, online reporting and full reports. There are opportunities for parents to attend learning sessions and activities across the year, where they can work alongside their child in the classroom.

Use of Classroom Support:

We use Higher Level Teaching Assistants, Teaching Assistants and other adult helpers in and out of the classroom in a variety of effective ways. Class teachers are fully responsible for planning effective activities and ensuring classroom support adults are effectively directed to have a maximum impact on learning. The Inclusion manager and Deputy Headteacher are jointly responsible for ensuring that intervention work to support children is effectively targeted to result in good or above progress across all curriculum areas.

Ethos

We create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable for learners to make mistakes and be challenged in their learning.
- Involving all pupils in the way the school is run, through school council, ethos team and undertaking of pupil voice, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include lunchtime and after-school activities, visits and input from the wider community.

Environment:

We strive to provide a stimulating environment conducive to learning. Our classrooms are attractive learning environments, designed to scaffold learning. We change displays regularly, to ensure that the classrooms and school environment reflects the topics studied by the children. All classrooms have a wide range of resources appropriate to the age range and are set out to promote independent learning.

Classroom Management:

All members of staff at St Silas are committed to establishing good working relationships with all children in the class. We treat the children with kindness, courtesy, consideration and respect. We treat them fairly and give them equal opportunity to take part in class activities. All our members of staff follow the school policy with regard to behaviour.

Well managed classrooms are characterised by a range of other features which we strive to achieve:

- Established daily routine and ways of working e.g. register, lining up, tidying away and wet playtimes.
- Children are given a sense of responsibility
- Resources are well maintained and well presented.
- Teachers are prepared for lessons, including the organisation and preparation of teaching aids/resources.

Assessments, monitoring and evaluation:

At St Silas we implement a rigorous process of monitoring and evaluation to ensure the highest standards of planning, teaching, pupil work and assessments. A monitoring calendar runs throughout the year. Judgements on the quality of teaching and learning are integrated through lesson observations, scrutiny of planning, pupil work and assessments, focused learning walks, pupil shadowing and pupil voice. This data informs staff CPD and teacher/staff appraisal. We also actively engage in external moderation through the Local Authority and the School Improvement Group (SIG).

Assessments, next step targets and IEPs are created following the assessment Policy and the SEND Policy.

Staff Development and Training:

We are fully committed to ensuring all our Teachers, Teaching Assistants and Support Staff have access to high quality, up to date training to ensure that provision is of a high quality. Our CPD programme is closely linked to the School Improvement Plan but is also designed to meet the needs of individual teachers in their classroom role or in their role as a subject leader.

Partnership with Parents:

Co-operation and support from parents is paramount if a child is to achieve their full potential. At St Silas we are fully committed to strong partnership working between home and school. It is our policy to encourage parents and carers to contribute to their child's learning development through, for example, supporting homework activities, engaging in family learning sessions, topic celebration events and extra-curricular activities including Children's University.

We do all we can to inform parents about what and how their children are learning by:

- Holding two Parents' Evenings a year
- Parent progress meetings after assessments where appropriate
- Sending whole school and year group newsletters home
- Sending curriculum webs home
- Parent workshops explaining how parents can support their children's learning e.g. hearing them read
- Family learning sessions
- Sharing websites and other online resources to support learning at home
- Teachers are usually available after school in the courtyard for informal meetings

We believe that parents have the responsibility to support their children and the school in implementing school policies in order for the children to learn effectively.

We would like parents to:

- Ensure that their child has the best attendance record possible
- Ensure their child is equipped for school with the correct uniform and P.E. kit
- Do their best to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Support the school's expectations with regard to behaviour and attitude
- Support their children in attaining their target
- Attend Parents' Evenings and progress meetings.

The Role of Governors

Our governors are an integral part of our leadership and management. Governors monitor the effectiveness of the school's teaching and learning through the self-evaluation process. These include reports from subject leaders and the termly Headteacher's Report to the Governor's. Governors also spend time in school talking to staff and children where appropriate.

Governors also support the use of teaching strategies by allocating resources effectively; make sure that the school building and premises are best used to support successful teaching and learning; monitor how effective teaching and learning strategies are in raising pupil attainment; ensure staff development and Appraisal policies promote good quality teaching; monitor the effectiveness of the school's Teaching and Learning Polka through the school self-review processes, including

information from the Senior Leadership Team, Subject Leaders, the Headteacher and external advisors.

We are aware that this policy needs to be reviewed regularly so that we can take account of new initiatives, changes in the curriculum and government policy, developments in technology or changes to the physical environment of the school. We will review this policy annually.